

Ellingham C of E Primary

Year 6 Assessment Expectations for Writing

End of Term 1	End of Term 2	End of Term 3
I mostly use relative clauses with an omitted relative pronoun.	I usually use a range of clauses - relative, embedded and subordinating - to add detail, express time, show contrast, show concession and show cause and effect Sometimes I vary the position of a clause to create effect.	I can vary the position of main and subordinate clause to achieve different effects - suspense, impact and emphasis e.g. When the door opened, Pat let out a terrified scream. (Main clause at the end used to create suspense. What or who made her scream?)
		I demonstrate control over sentence length appropriate to purpose and context.
	My sentence structure is varied for effect through a more complex range of openings: *Phrases in opposition (e.g. Having decided to...she actually.../ Although I had thought ..., I discovered that...) *Introduce ideas (e.g. As the weather has become...we decided to...)	I am beginning to use different sentence structures to show formal and informal speech e.g. use of question tags: <i>He's your friend, isn't he?</i> (Informal writing) Or Use of subjunctive verb forms e.g. <i>If I were</i> or <i>Were they He is allowed</i> - it is essential that he <i>be</i> allowed; <i>If I was ordered I would go</i> - <i>If I were ordered I would go.</i> (Very formal writing and speech)
	I understand the need to use passive voice in science reports e.g. <i>'Acid was poured onto the metal (as opposed to 'I poured acid onto the metal').</i>	I can sometimes use the passive voice to affect the presentation of information in a sentence e.g. <i>The ring was stolen (as opposed to: The thief stole the ring)</i> for a specific effect. In more formal report writing e.g. <i>It was felt that..., It was agreed that...,</i>
I am beginning to use colons to begin a list, and sometimes use semi-colons within a more complex list, e.g. He grabbed: his brand new waterproof jacket; dark brown walking boots and car keys.	I sometimes use colons to mark the boundary between independent clauses e.g. The match was called off: it had been raining all week (colon used to replace 'because' to show a direct link). Lisa was upset: John had a nervous breakdown. (explains why Lisa was upset)	I am starting to use semi-colons to indicate a stronger sub division in sentences (most effectively used to show a cause and effect relationship or opposites e.g. <i>Catherine is a good student; she studies all the time.</i> <i>Jon bought a new set of drums; his neighbours put their house up for sale.</i>
	With support, I can punctuate with bullet points to list information.	I independently apply complex lists with bullet points, depending on genre.
I mostly use the correct punctuation to demarcate speech.	I use hyphens to avoid ambiguity e.g. I'd like an extra large pizza OR I'd like an extra-large pizza.	I mostly use previously taught punctuation accurately.
I am beginning to vary and expand adverbials used to link paragraphs.	I usually create effective links across paragraphs using grammatical connections such as: pronouns, adverbials (on the other hand, in contrast, as a consequence) and subject specific vocabulary (but this may not be sustained across genres).	My writing shows development and control of content across paragraphs e.g. <i>through repetition of phrases to add emphasis - i.e. a character's temper constantly being mentioned throughout paragraphs until it erupts at the end (Narrative) / a word/phrase that reminds the reader and reinforces the purpose of the text (non-fiction)</i> I usually link ideas across paragraphs by using the range of cohesive devices taught.
I establish links between paragraphs, although transitions may be awkward or abrupt.	I am beginning to link paragraphs through content e.g. paragraph 1 introduces idea of creature having sharp claws; paragraph 2 how he uses his claws.	I am able to use ellipses independently to link paragraphs and create particular effects, e.g. <i>to signal a flashback, to generate uncertainty at the end of one paragraph leading onto the next one with a change of pace.</i>
		I independently apply a wide range of layout devices, e.g. headings, sub-heading, columns, bullet, diagrams, tables to structure texts.
My writing evidences carefully selected content to inform / engage the reader.	My writing shows a secure grasp of the chosen genre.	My writing shows I was able to identify the audience for and purpose of the writing and to select the appropriate form.

Viewpoint / Characterisation is established and sometimes maintained through imagery and additional detail.	Viewpoint/Characterisation is established and usually maintained through the use of moods, feelings, emphasising details.	Viewpoint/Characterisation is established and usually maintained. Contrasting attitudes and opinions may be presented. I sometimes use expert commentary to suggest credibility, e.g. Simon's mum looked at her son in a loving way as he sauntered on his way to school.
I usually use words effectively and deliberately to create a desired effect (consistent style used).	I am able to select and use technical and precise language, e.g. A ripple of anticipation spread around the stadium when the team emerged from the tunnel.	I select appropriate vocabulary, understanding how such choices can change and enhance meaning - My ideas are developed through elaboration and imaginative detail, e.g. The dilapidated house, which had been abandoned for what seemed like hundreds of years, suddenly came to life.
In narratives, I use some of the following: describing settings, describing characters and atmosphere, integrating dialogue to convey character and advance the action.	In narratives, I use most of the following: describing settings, describing characters and atmosphere, integrating dialogue to convey character and advance the action.	In narratives, I describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. I am able to balance different elements.
		I confidently perform my own compositions using appropriate intonation, volume and movement so that the meaning is clear.

Colour Key: Sentence Structure Punctuation Text Structure and Organisation Composition and Effect Performance